

DOCUMENT RESUME

ED 266 003

RC 015 625

AUTHOR Sealey, D. Bruce; Riffel, J. Anthony
TITLE The Development of Education in Fairford: A Community Manual.
PUB DATE Jan 86
NOTE 58p.; Prepared at the request of Interlake Tribal Division for Schools, Ashern, Manitoba.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *American Indian Education; *Canada Natives; Change Strategies; Community Control; Community Involvement; Cultural Influences; Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Organizational Change; *Parent School Relationship; Program Evaluation; *Program Implementation; School Community Relationship; *School Responsibility; Small Schools; Student Responsibility; Teacher Evaluation
IDENTIFIERS Canada; *Community Controlled Education; Manitoba (Fairford)

ABSTRACT

Prepared by independent evaluators at the request of the Interlake Tribal Division for Schools, this report assesses the status of education in Fairford and makes recommendations for comprehensive educational improvements that would enable the community to regain local control of education. The opening sections describe the present situation, noting the poor condition of the physical plant and high rates of student deceleration and dropout. A section on community opinion reports concern over low academic standards and inadequate funding, a strong commitment to education, and an underlying dissatisfaction with the way the school system operates. Goals for education in Fairford are outlined, and recommendations for educational change are considered in sections dealing with: (1) the responsibility of the community through its educational authority for making decisions; (2) parent involvement and responsibilities; (3) student involvement and responsibilities; and (4) effective school organization, staff programs, and practices, including meeting special needs of students, improving student services and counseling, and strengthening school promotion and retention policy. Some topics--increasing student involvement and home-school cooperation, for example--are treated generally by drawing attention to the area of concern and illustrating a variety of alternatives for dealing with the matter. Specific recommendations are made for changes in the structure of the educational system and the creation of an incorporated education authority with an elected board of trustees. The final section, an Action Plan, provides details about responsibility and deadlines for change. (JH2)

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THE DEVELOPMENT OF EDUCATION IN FAIRFORD: A COMMUNITY MANUAL

ED266003

D. Bruce Sealey
J. Anthony Riffel

With the assistance of Sheree Palmateer

January 1986

Interlake Tribal Division for Schools
Ashern, Manitoba, Canada

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Mr. R.W. Gustafson, Superintendent
Interlake Tribal Division for Schools
Box 580
Ashern, Manitoba

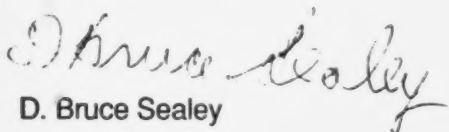
Dear Mr. Gustafson:

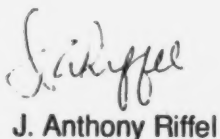
Please accept this document as the report which you and Chief Anderson requested on education in Fairford.

Since education is a responsibility of the whole community, this report has been written for students, parents and community leaders as well as for teachers and administrators in the school. If everyone contributes, Fairford has the potential to develop a high quality system of education. We believe that our recommendations provide the basis for policies and programs through which that potential can become a reality.

We are, of course, prepared to assist in any way you think appropriate with the implementation of the recommendations in this report.

Sincerely


D. Bruce Sealey


J. Anthony Riffel

INTRODUCTION:

HOW A COMMUNITY WORKS TOGETHER TO CREATE AN EFFECTIVE SCHOOL SYSTEM



A school system is one of any community's most important institutions. The people of Fairford knew this in 1981 when they assumed control over their own educational system, ending a long period of external control. At the time, there were some who weren't sure that local control was a good thing, but they were in the minority. Most people saw in local control a new sense of their identity. This was difficult to define, except as a sense of pride in their past and of optimism about their future. Most people felt that a good system of education could be developed locally.

Unfortunately, local control has not been easy for the people of Fairford. Many problems have occurred recently: budgets have been overspent; money has been spent unwisely; vandalism has become a problem; there is a shortage of textbooks and of classroom and maintenance supplies; some staff were dismissed by the community; and the Interlake Tribal Division for Schools was asked to take control over the school system.

Because of these recent problems some people are wondering whether local control was really a good idea. In fact, a few say that the educational system was better before local control and that the community should return

control of education to the Department of Indian Affairs and Northern Development or to the Province.

But most people in the community know that they cannot go back. They can only go forward, recovering the confidence that was so important in 1981, learning from past mistakes, and ensuring that the future will be better through carefully developed educational plans and policies.

Because of the importance of education to the community as a whole, schooling should be properly organized and well supported. The organization of education should reflect: (1) the responsibility of the community through its educational authority for making decisions; (2) parent involvement and responsibilities; (3) student involvement and responsibilities; and (4) effective school organization, programs and practices. These points are among the main elements which are required in a comprehensive approach to education in any community. Careful attention to these elements will help to ensure the development of an effective system of education.

CONTENTS

Good systems of education don't just happen. Schools which produce high levels of achievement and which are satisfying environments for students and teachers are the result of many things, each of which is dealt with in turn in this report:

1. the recognition that education is the responsibility of the whole community, not just teachers and students, and that everyone must be accountable for its results;
2. clear goals, growing out of a review of past accomplishments and a careful consideration of community opinions;
3. a well organized educational system which operates without political interference;
4. parental support and meaningful parental involvement in education;
5. student effort and meaningful student involvement in education;
6. effective organization and skillful work on the part of all staff;
7. well-designed programs with adequate materials to support teaching and learning;
8. attention to discipline, attendance and the best use of time; and
9. a carefully developed and implemented plan for educational improvement.

ACKNOWLEDGEMENTS

During the course of our study of education in Fairford we were assisted by many persons, only a few of whom we can mention here.. Special mention must be made of the members of the community who agreed to be interviewed by Sheree Palmateer. We also thank those who attended our seminars: Tim Cruly and Sheila Woodhouse, high school students at Stedman School; Harry Chuckry, the Principal of Stedman School; Dwaine Anderson, the financial officer for education in Fairford; Grant Marsden of the community; and Allan Letandre, Garrie Monkman and Bob Gustafson of the Interlake Tribal Division for Schools.

THE PRESENT EDUCATIONAL SYSTEM



Stedman is a modern school consisting of 17 standard classrooms, a science laboratory, a typing room, Home Economics and Industrial Arts areas, as well as a gymnasium and support rooms. The complex also contains 16 residential units. When it was built, the complex was the equal of any. It has now deteriorated, possibly as a result of limited supplies, inadequate cleaning equipment, and a lack of preventative maintenance, as well as a degree of vandalism. Because of the condition of the washrooms and emergency exits, and the unsafe conditions in the industrial arts room, we doubt whether the building conforms to the health and safety regulations of the province.

The staff is made up of 21 teachers, 3 aides, a secretary, a Home-School Counsellor, 2 caretakers, and 2 cleaners. The principal is a full time administrator, the vice-principal teaches one typing class and does some substitute teaching, and the aides (who are PENT students) are in charge of classes part time and assist teachers for the balance of their time.

The school program follows the provincial curriculum. At the elementary level, certain inconsistencies in programs were noted, as well as the absence of a testing program by which

success on the part of students and staff can be measured. The high school offers a combination of university entrance and general courses to allow the greatest number of options to students. The school is oriented to those students whose interests will take them away from the community. Little effort appears to be made to meet the needs of those who will stay in the community as fishermen, farmers, ranchers or business people. Likewise the school does not concern itself with adult education.

Without the results of external tests it is not possible to compare student progress within Fairford with provincial or national norms. Lacking these, we compiled an age-grade placement table from data in the school registers. By relating the ages of students to the grades in which they are placed, it is possible to see whether student progress through the school is satisfactory. In Stedman school at every level after Grade Three, the results are unsatisfactory. It appears that an attempt to maintain standards is made by failing students rather than by curriculum adaptation, changing teaching strategies, or modifying student or parent attitudes. Other reserve schools have shown that standards can be maintained or increased without sacrificing students.

HOW THE PARTS OF AN EDUCATIONAL SYSTEM
WORK TOGETHER TO
INCREASE STUDENT ACHIEVEMENT

WHAT STUDENTS SHOULD DO

- commit themselves to work
- attend school
- help each other academically

WHAT PARENTS
SHOULD DO

- communicate value of education
- encourage effort and attendance
- reward achievement

WHAT THE COMMUNITY
THROUGH THE EDUCATION
AUTHORITY SHOULD DO

- hire competent staff
- expect results
- keep politics out of school
- keep parents informed

INCREASED
ACHIEVEMENT

WHAT TEACHERS AND
ADMINISTRATORS SHOULD DO

- provide quality programs, instruction and organization
- reward achievement
- provide special services
- evaluate their work
- be determined that students will succeed

AGE-GRADE PLACEMENT, 1985-86

Age	Grade											
	1	2	3	4	5	6	7	8	9	10	11	12
6	18											
7	6	4										
8	1	6	16									
9			7	9								
10				2	12							
11			1	4	5	15						
12					3	4	16					
13					1	2	4	13				
14					1	2	10	4	13			
15							3	8	7	7		
16								3	6	12	5	
17									6	10	4	
18								1	2	3	5	4
19								1		1	4	2
20												1
21												1
older												1
Total	25	20	24	15	22	23	33	30	34	33	19	9

% decelerated in Fairford. The provincial average is 7%. Rates would be higher with lower drop out rates in high school. Note the sharp rise in deceleration levels after Grade Three and again after Grade Six.

4 0 3.5 23 23 21 56 46 41 40 46 55

COMMUNITY OPINION



To obtain community opinion about education in Fairford, we arranged interviews with a randomly chosen selection of people. Thirty-nine homes were visited and thirty parents agreed to be interviewed.

The School

When asked what they liked best about the school, the positive comments of parents dealt with:

- their childrens' enjoyment of school
- the native language being taught
- dedicated teachers
- good parent-teacher relationships.

Most parents also felt that the school was improving under the present principal and would improve further over time.

Many parents were very critical of the school. Complaints focussed on:

- discipline
- academic standards
- extra-curricular activities
- the lack of fit between what the high school did and what was expected at work or in

further education.

There was a general feeling that corporal punishment was used too freely in the past. There were strong feelings expressed about inadequate supervision during the lunch hour and on the playground. Parents felt that all teachers should exert discipline over any student and not just those in their own classes. A comment such as "The teachers will see the kids fighting and don't even break it up" was typical and suggests that school discipline rather than classroom discipline concerns parents.

In the area of standards, there was concern expressed about the lack of French as an option in the school. Many parents felt that the standard of education was below provincial norms. They felt that teachers had low expectations of students and that students lived up to those expectations. Some parents spoke of moving to another community and having their children put back one or more grades. Most common was the complaint that graduates of the high school found themselves unable to compete when in post-secondary institutions such as university or community colleges.

Complaints about the high school were of a

general nature, perhaps reflecting the fact that many parents do not have a clear picture of the programs and courses offered there. Complaints about the elementary school tended to be subject specific. For example, twenty per cent felt that students' reading and writing skills were poor.

On the whole parents appreciated the extra-curricular activities organized by the teachers but felt that there should be more. Many teachers were perceived to do nothing for students other than teach.

Parents felt that there was something lacking in the preparation of students leaving the community for further study or employment. "Life skills," "learn the reality of life out there," and "prepare them for discrimination," were some of the terms used.

Finally all parents were aware of the recent financial problems in the school and regretted the lack of money to purchase classroom supplies and textbooks or to hire substitutes. They felt that this was hindering the progress of students.

The Role of Parents

Most parents expressed a strong commitment to the education of their children. Some highlights from our survey are:

- 66% attend parent-teacher days regularly
- 74% are willing to help children with homework
- 97% would attend a short course at night on how to support school work in some way
- 87% would be pleased if teachers would visit their homes.

A School Committee

We also discussed with parents their feelings about the organization of the school system in Fairford. Everyone interviewed believed that the school should be run by a school committee. 90% felt the committee should be elected by the people, and 80% believed that the committee should report to band members in a public meeting several times a year. Most parents stressed that a school committee should receive training once elected. 20% felt the committee should report to the Band Council. Underlying all of these responses was dissatisfaction with the way the school system operates.

GOALS



To be effective, any system of education needs to be results-oriented and to have goals and guidelines for behavior, as well as a friendly climate.

All members of the system must expect good results. This will mean clear goals and regular evaluation of the system and the people in it--success requires that people know where they are heading and that they find out how far they have progressed.

While parents and students must contribute to the success of the system, an education authority will have some special responsibilities. The major function of any authority is the setting of goals for the system under its control. As representatives of the community, members of the authority have the responsibility to translate the community's wishes with regard to education into a statement of goals giving direction to the system.

The major role of the staff--counsellors, the principal, teachers, aides, secretaries, caretakers, and others--is to make the system work effectively. They are responsible for translating goals into programs, for working effectively, and for making the best possible use

of the resources that have been allocated to them.

To be effective, then, a school requires a clear sense of direction from the community. Its purposes must be understood, accepted and supported by the community. Its goals must make clear what the community expects of students, teachers, administrators and others in the school. It should be recognized that goals will not be useful if they are cumbersome, difficult to understand, or unacceptable to the people whose affairs they are to direct. For these reasons, all goal statements should be brief and written in clear English without educational jargon.

The education authority of Fairford, however it is eventually organized, should *establish clearly stated goals for all levels of education in the community. These goals should be established in consultation with the community, students, and staff of the school, and all persons should be held accountable for their accomplishment.* The table on the following page contains a list of possible goals, presented here to start discussion on this important topic, and not necessarily as a recommended list of goals.

POSSIBLE GOALS FOR EDUCATION IN FAIRFORD

BASIC ACADEMIC GOALS

- Learn to read, write and do basic mathematics
- Learn to obtain ideas through reading and listening
- Learn to communicate ideas through speaking and writing

FURTHER ACADEMIC GOALS

- Learn to explore personal interests and become motivated to develop individual potential
- Prepare for further education and life-long learning

INTELLECTUAL AND AESTHETIC GOALS

- Develop the ability to think rationally and solve problems
- Acquire a fund of general knowledge and develop a knowledge of change in society
- Develop an appreciation of art, music, drama, and literature

VOCATIONAL GOALS

- Learn how to select and prepare for an occupation
- Develop skills and knowledge for economic self-reliance
- Develop positive attitudes to work and pride in workmanship

COMMUNITY GOALS

- Learn to respect the rights of others
- Learn to cooperate with and care for others and to make a contribution to the community

CULTURAL GOALS

- Develop knowledge of Saulteaux language and history, and knowledge of other cultures

THE STRUCTURE OF AN EDUCATIONAL SYSTEM FOR FAIRFORD



The tasks of leading and administering a Reserve are both complicated and time-consuming. The Chief and Council are expected to assume major responsibilities, to make important and often difficult decisions, and to show great sensitivity to people as they go about their work.

Different Indian bands have organized their educational systems in different ways. In some cases, the Chief and Council retain responsibility for education, although they may develop a portfolio system through which one Councillor is delegated special responsibilities for managing the educational system. In other cases, the Chief and Council have appointed an educational authority and given it responsibility for directing education through a Band Council Resolution.

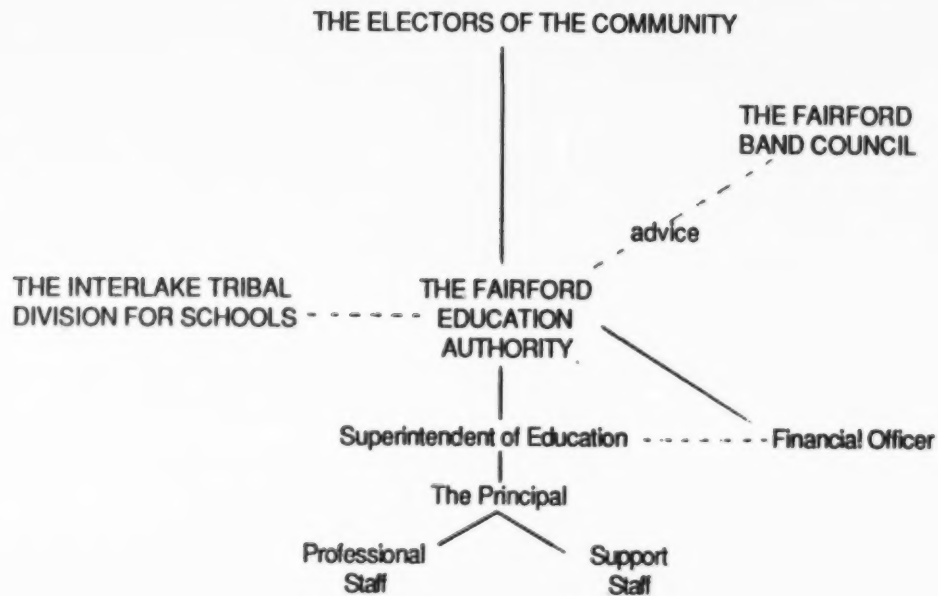
We believe it is usually wise to separate the task of directing the school system from the general government of a reserve. In Fairford, it is especially important to separate them, for the need to improve education demands the full attention of a separate body. This could bring many benefits:

- the removal of education from local politics

- the political support of the community
- the separation of educational funds from general band finances
- the provision of opportunities for training members of an educational authority
- the opportunity to develop plans for the long-term improvement of education in Fairford
- the development of a system of accountability of teachers and administrators to the community and to parents.

At the same time, this system works best when it is approached in carefully planned stages. We recommend: (1) *the creation of an incorporated Fairford Educational Authority*; (2) *the appointment of the first Board of Trustees of the Authority*; (3) *the election of the subsequent Trustees*; and (4) *the training of elected Trustees*. This training could be provided through the Manitoba Association of School Trustees and should include the development of educational plans, the preparation of educational policies, the creation of school and operational and maintenance budgets, and the development of plans for community and parental involvement in education.

AN ORGANIZATIONAL CHART FOR EDUCATION IN FAIRFORD



THE ROLES AND RESPONSIBILITIES OF PARENTS



Parents are the first educators of children. They teach children many basic values and attitudes and have a strong influence on the behavior of children and their interest in school.

The parent's role in the educational process is vital to a child's success. Children will adjust easily to life in school if they are taught by their parents to show initiative, to express themselves maturely and intelligently, to be attentive, to concentrate, to engage in constructive activities on their own, to exercise self-control, to show sensitivity to the needs of others, and to follow reasonable directions. Children who do not learn these things from their parents will have difficulty in school and, perhaps, throughout their lives.

Parents also can support directly what happens in schools. They can insist upon attendance. They can recognize the work of their children and encourage them to do well in school. They can supervise homework and read to their children. They can attend parent-teacher conferences and serve as volunteers in classrooms or on field trips.

But the concept of parent involvement goes beyond the home and the school and

encompasses the entire community. It includes: relatives, older people and other residents of the community who don't have children in school; members of social and athletic clubs; and church groups. It also includes the Chief and Council, as well as band administrators.

The school is given children at age four or five and usually finishes with them at age eighteen or nineteen. If the school, parents, and the community as a whole support each other and have the same goals, it is likely that the school will be successful. If they do not, the school will be ineffective.

For these reasons we recommend that *community members, parents, and teachers enter into a discussion to develop a list of suggestions and ideas for parents and community members in regard to the education of their children and the school system and that the list be widely circulated to all adults in the community. We also suggest that opportunities be developed for interested parents to take courses which will help them to prepare themselves to do these things. An initial list, to start discussion on this important topic, appears on the following page.*

IDEAS FOR PARENTS AND COMMUNITY MEMBERS ON CHILDREN'S EDUCATION

1. Trust your own abilities and judgement. Expect to have an input into your children's education.
2. Remember that education starts in infancy, long before children go to school. Take advantage of these early years through home activities that teach and are fun at the same time.
3. Provide experiences at home that enable your children to be successful. Both home and school need to provide ways for boys and girls to explore and demonstrate their abilities, from the garden, to the kitchen, to the shop and to the school. Take courses in how to do these things.
4. Relax, knowing that neither you nor teachers need to be perfect in order to educate children well.
5. When your children enter school, expect teachers to welcome them, keep you informed, ask for your advice and use your abilities. Volunteer to assist the school as an aide, a coach, a choir leader, etc.
6. Try to be a constructive and if necessary, critical, part of the educational system of the community. Ask questions, and speak at meetings or parent-teacher conferences. Don't ever be ashamed of being "just" a parent. And don't say that education is the responsibility of the school alone.
7. If you have information to share, a complaint or problem, or praise, take it to the school.
8. Expect the school to have goals, to have these goals communicated to you, and to share with you many ways in which you can help your children's education at home so that home and school can work together in educational partnership.
9. Expect children to attend school, to achieve, to participate in extra-curricular activities, to do homework, to tell you about their progress, and to discuss their difficulties with you.

We know that people who have had recent contact with schools are supportive of education, and that this includes people with and without school-aged children. We also know that people will support and defend something that they have had a part in creating. In any community, schools need the support of all segments of the community, and they can get it with creative efforts to show people what education is all about and with programs which assist parents and others to do their parts well.

The members of the educational authority will need to recognize their responsibilities to the community to provide information concerning all of their actions, their policies, and details of their educational, operational and maintenance budgets. This may mean, for example, opening all meetings to the community, holding an annual budget meeting for the coming year which is open to the community, providing semi-annual reports to the community on financial and educational activities, making use of the local T.V. for announcements and information about school programs, and creating community advisory committees to deal with the special problems that arise unexpectedly in any educational system. They will also need to follow their own policies and develop stability in

the educational system--no system can be effective if policies are ignored or changed at whim.

But the school especially may need to change: the staff should provide the community with information on how schools operate, and make community members and parents parts of the instructional and decision making processes of the school.

There are a great many things that teachers and administrators can and should do to involve the community and parents in educational affairs. These should provide for meaningful involvement. They should also be manageable for people, and organized so that people will be successful and enjoy closer ties to the school. The list of possibilities is limited only by the imagination of the people involved. We recommend that *the principal and staff of the school create and implement specific strategies for increasing parental and community involvement in the school and that they develop "parent education programs" which will help parents to help their children educationally.* The list on the following page is intended to illustrate some possibilities; we are confident that the principal and staff can identify many more.

SOME WAYS THAT SCHOOLS CAN INCREASE HOME-SCHOOL COOPERATION

1. Create a "How Parents Can Help" handbook which gives practical suggestions for home activities that help children practice what they have learned in school. Produce local T.V. shows on this topic.
2. Invite a few parents every week to coffee or tea with the principal and staff.
3. Ask some parents to come to lunch at the school, to eat with teachers and students, and to watch intra-mural sports activities.
4. Hold a relatives day at the school, inviting grandparents, uncles and aunts, and younger children to the school.
5. Arrange athletic contests between parents and students and teachers.
6. Have teachers visit homes occasionally.
7. Make progress charts for students--one to be kept at school and the other to be used at home by students and their parents.
8. Send home good news about student behavior and achievement.
9. Recruit parents to serve as volunteers in the classrooms in which their children are placed.
10. Establish a homework "hotline" to help parents and students with problems that arise with homework and operate a study hall in the school several nights a week.
11. Help parents who are having difficulty with their children, perhaps through parent support groups in which parents can share information and experience, as well as ideas that have helped them to cope.
12. Seek out parents who never participate.

THE ROLES AND RESPONSIBILITIES OF STUDENTS



We all know how much influence children and teenagers have on each other. They dress, talk, and act alike. They rent the same movies, and they watch the same television shows. They listen to the same music.

In an effective school, some of these influences are educational. Students help each other academically, become involved in maintaining order and harmony in the school, work to prevent vandalism in the school, help to keep the school clean, and support good teaching. Seen in this way, students, and especially those who are older, also have a responsibility for their own education as well as that of their classmates. The best way for students to exercise this responsibility is through the Student Council in consultation with the staff and with the support of the principal and the education authority.

Our experience in the community of Easterville gives an example of how important this contribution can be. Before we began to work with the people of the Chemawawin Band, their school was very ineffective. The building was unclean and badly vandalized. Iron grates were put over the windows to prevent stones from being thrown through them. Attendance was very poor--around 75 per cent. Teachers did not

always show much interest in their work and missed many teaching days. Achievement was unacceptable.

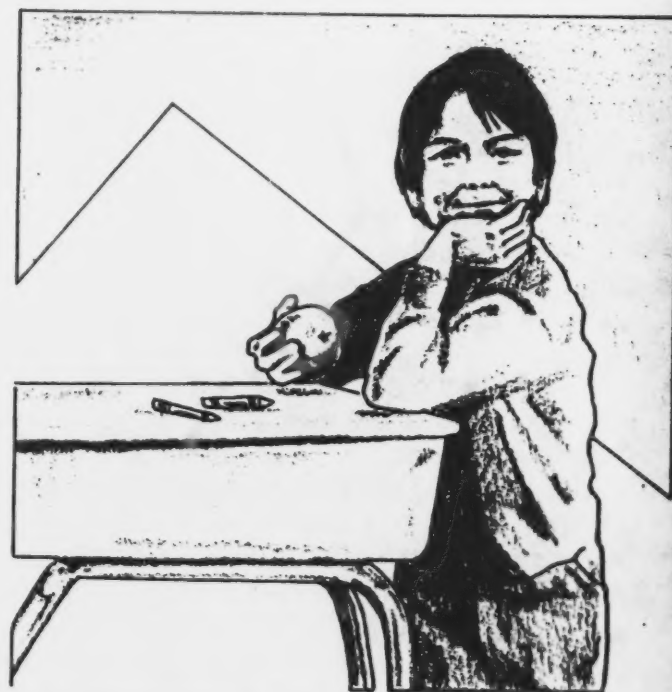
Because of the situation in Easterville, everyone had to become involved in improving it. One group which made a very important contribution was the Student Council. They developed and enforced discipline and attendance policies in the school; offending students could not attend school dances or participate in school sports. They started a school newspaper. They began to report on people who had vandalized the school. They created a "Teacher of the Year" Award and took part in teacher evaluation. All of these helped to increase achievement, reduce absenteeism and vandalism, and improve the quality of teaching in the school as well as to increase community support for education.

We recommend that *the principal, the Superintendent of the Interlake Tribal Division for Schools, and the student council identify and implement ways in which to increase educationally meaningful student involvement in Stedman School.*

WAYS TO INCREASE STUDENT INVOLVEMENT IN EDUCATION

1. Extend the present responsibilities of the Student Council.
2. Make sure that the Council represents all students in the school, with one representative from each classroom.
3. Give the Student Council important things to do. Ask them to send representatives to staff meetings. Ask for their advice on important issues that come up in the school.
4. Involve the Council in teacher evaluation, perhaps through making an award for the "Teacher of the Year."
5. Give the Council a budget and some incentives. For example, vandalism has been a problem in Stedman School, and has resulted in the need for expensive repairs. If students can help to reduce vandalism, then perhaps some of the money saved can be used by students to support their projects.
6. Make the Student Council fun.
7. Involve students in peer tutoring and in tutoring younger students who need extra help with reading, arithmetic or other basic subjects.
8. Ask students to sponsor a parents' night.
9. Bring recent graduates back to the school to talk about why they were successful in education and about the value of doing well in school.

THE SCHOOL AND ITS STAFF



While we have written much so far about the contribution of the community, parents and students, the teachers and principal of the school have some special responsibilities if Stedman School is to become a friendly, results-oriented environment for learning and teaching. Their function is to make the system work effectively. They are responsible for translating goals into educational programs, for teaching effectively, and for making the best educational uses of the time and resources available to them.

The principal must have high expectations of teachers and students and insist upon regular staff and student evaluation. Consultation with the community, staff and students of the school is also important. Leadership is not a matter of telling people what they must do--it means finding out what they are doing and providing the direction and the support which they need to do a better job. If the principal is expected to do these things, certain conditions must exist. We recommend that: *the education authority establish a results-oriented job description for the principal, establish a system for the regular evaluation of the performance of the principal and provide up to two weeks in every year for the professional development of the principal (the Principal's Leadership Course which is held*

each July is an especially useful experience).

Also important are effective programs for individual teacher and staff development, especially at the school level (these programs, we were saddened to discover, are presently lacking in the school). Teacher and staff development involve more than acquiring an understanding of new concepts about education and learning new skills of teaching. They also mean becoming motivated to bring those new skills into use through approaches to development which build morale and enthusiasm for teaching. The combination of clear direction, purposeful leadership, challenging expectations, morale and determined activity which are so important to achievement at the classroom level are also central to make schools more productive and satisfying environments for teachers. For these reasons we recommend *the design and implementation of a long term and well organized program of school and staff development which has the objective of making Stedman School a productive and satisfying environment for staff.* The features of such a school, which would also be the objectives of such a development program in Stedman School, are summarized on the following table.

Organizational Features of Effective and Satisfying Schools

Schools which are productive and satisfying environments for teachers and students have certain organizational characteristics. For example, they:

- have clear goals and emphasize the mastery of basic skills by all students
- have an atmosphere that is orderly and harmonious, conducive to the business at hand
- are staffed by professionals who assume responsibility for teaching and learning and are determined to achieve the best possible results
- are coherent wholes, with ways of doing things that are consistent throughout the school and have the general support of staff, students and parents
- have many and regular contacts with parents, obtaining parental support for their goals and providing parents with the help they need to contribute effectively to the education of their children
- have mechanisms for regularly monitoring student achievement and for using information from a wide variety of sources, including external tests, for planning, and replanning, instruction
- have achievement-oriented leadership, ongoing consultation among teachers and administrators, and staff members who are continually involved in their own development.

Parents in the community believe that the role of the teacher is to "make children learn." They do not intend anything harsh when they use these words--in fact, they talk about being strict without being mean, being sensitive to individual differences among students, avoiding racism and prejudice, and developing in students the skills they will need if they are to be successful at work or in further education.

We share this belief: a most important factor is the quality of teaching which students receive. Student achievement as well as satisfaction are greatest when teaching is purposeful and determined and when teachers, for example:

- develop a climate for learning in their classes which is enthusiastic and results oriented
- plan instruction carefully and stick close to the objectives to be evaluated
- focus on meaning, not memorization, and demonstrate and explain concepts actively, using visual, manipulative and other aids and many examples
- answer student questions and reteach

using different examples and explanations

- have all students work on problems or prepare answers to questions and make skilled but limited use of organizational devices such as groups and worksheets
- move rapidly from one concept to another as soon as students have grasped the main idea
- assign carefully planned homework, use homework for the reinforcement of what has been learned in class and mark it promptly.

Although the importance of these behaviors has been well documented in educational research, not all teachers are skilled in their use. For this reason, many teachers need a special system to help them to approach instruction. We recommend *the implementation and use of a teaching-learning system called Mastery Learning and Instruction*. This system states that under appropriate conditions almost all students can and will learn what is expected of them. Those teachers who have used it have found that their students reach levels of achievement in basic skills which they thought was not possible. The system is especially useful for teaching basic language arts and mathematics.

MASTERY LEARNING AND INSTRUCTION

STAGE 1: DEVELOPING POSITIVE ATTITUDES

- About the value of education
- About student ability to learn
- About the ability of teachers to teach

STAGE 2: DECIDING WHAT TO TEACH

- Establishing clear educational goals
- Developing specific learning activities
- Deciding what level of performance is wanted
- Developing tasks and tests to measure student performance

STAGE 3: DECIDING HOW TO TEACH

- Planning teaching units (*not* selecting chapters in textbooks)
- Developing progress tests
- Developing corrective teaching procedures

STAGE 4: TEACHING WITH MASTERY PROCEDURES

- Teaching students about mastery teaching and learning
- Teaching the unit
- Giving progress tests
- Providing corrective help

STAGE 5: TESTING FOR MASTERY, RECORDING MASTERY, AND REPORTING MASTERY

- Giving the final test
- Recording and reporting student mastery

The quality of teaching is in turn influenced by the system of teacher evaluation and development that is used in the school. The objectives of teacher evaluation are to provide teachers with the directions, opportunities and incentives that will enable them to become as effective as possible. This will mean evaluating their work on the basis of clear criteria, providing them with the training and support needed to increase their effectiveness, and releasing them only if measures to increase their effectiveness have been unsuccessful.

It is of great importance that teacher evaluation be done fairly and solely in regard to their performance, qualifications and ability. This principle is important everywhere. It is especially important in small communities if they are, as they must, to keep favoritism, community politics and personal rivalries out of the staffing process.

While most teacher evaluation concentrates on the skills of the individual teacher, we do not believe this is enough. This is because quality education requires both individually skilled teachers and a high degree of professional teamwork. Students encounter many different teachers in school--perhaps twenty or more between Nursery and Grade Twelve. If their

schooling as a whole is to be beneficial, it will have to be reasonably consistent from one teacher to another and build from one grade to the next. This can be accomplished only if teachers work together over a number of years. In a sense, then, we think of the building the staff of a good school in the same way that a coach thinks of building a good hockey team--looking for the best available players; selecting individuals with personal skill as well as the ability to work together; finding players with different skills for different roles; helping players to develop their talent and motivation; being patient with younger players to give them the time to develop their skills; and releasing players only when necessary.

We recommend that the work of all teachers be evaluated regularly and fairly by the Principal. This evaluation should reflect clear criteria based on educational research and the principles of mastery learning and should incorporate student opinion. This will require major changes to current policies. The table on the following page shows some criteria developed by Easterville students for the evaluation of teaching and should be reassuring to apprehensive teachers.

STUDENT VIEWS OF GOOD TEACHING

GOOD TEACHERS

- help students after school and become involved in extra-curricular activities
- help students do homework and complete their assignments
- explain things clearly to students
- plan their lessons well
- know their subjects well
- keep good discipline in class
- show self-discipline
- encourage all students to value education and work hard
- have good relations with all students
- deal with all students in the same way
- communicate with parents and are ready to accept their advice
- have a good sense of humor and are not boring
- know the needs of their students and that these needs differ from student to student
- use good methods of teaching
- are able to accept advice from their students

SCHOOL PROGRAMS



The high rates of student failure after Grade Three and the large number of drop-outs after Grade Ten indicate the need for a fresh approach to organizing the programs of the school, improved ways of meeting the special needs of certain students, and a more effective policy for pupil promotion. While we were asked to make recommendations about the high school program of the school, we feel that we must comment also on the elementary program. "To build a great house one must always start with a great foundation."

At the present time, the school uses the one teacher, self contained classroom model from Nursery through Grade Nine. The provincial curriculum is followed in a general way, but the guidebooks used by teachers vary from the most recent to those which were outdated years ago. The expressive arts and topics in social studies which deal with local history appear to be included only when individual teachers develop them. There is little evidence of a program that has been carefully considered, builds consistently from one level to the next, and prepares for skill and conceptual levels expected later on. We have the impression of fourteen independent classrooms, rather than one program in fourteen rooms.

We recommend that *the staff rethink the structure and organization of the elementary program to ensure that students master basic skills, develop in a balanced way and become enthusiastic about learning.* Our suggestions for this appear on the following page. We also believe that teachers should:

- develop an awareness that they are working in a program which emphasizes the mastery of basic skills and integrates basic skills with other subjects
- identify the basic academic skills in each skill subject and establish the degree of mastery that is required in each
- teach, test, reteach using different methods and retest until mastery has been achieved before moving students on to a more advanced stage
- have ways of recognizing of the students' best work such as frequent displays in classrooms, the hallways and the Band Office
- develop a well-designed testing program intended to measure individual academic growth as well as the effectiveness of teaching.

AN OUTLINE FOR THE ELEMENTARY PROGRAM AT STEDMAN SCHOOL

GRADE	NATURE OF THE PROGRAM		
N-K	Child development and school readiness program. Special emphasis on the development of close school and family relationships, regular attendance habits, attitudes of caring, and the early identification and remediation of learning problems. Programs for parents on child learning and development could be especially useful here. Consider using the Nursery and Kindergarten as work experience locations for older students.		
1	SKILL SUBJECTS	DISCOVERY SUBJECTS	EXPRESSIVE ARTS
2	Language arts and mathematics. Work in these subjects should be according to the Mastery model described earlier and should be the sole basis for promotion.	Science, social studies and health. What is important here is that students discover parts of their environment or things about themselves.	Music, art, physical education and drama. What is important is that students experience these subjects; their evaluation should not be used for promotion purposes.
3			
4			
5			
6			
7	Fifty per cent of the school time should be allocated to the skill subjects. The skill subjects will be <u>applied</u> daily in the discovery subjects and expressive arts. The provincial curriculum is to be followed in the skill subjects; locally developed and relevant materials should be the norm in the expressive arts. The community has expressed interest in basic French.		

The information available to us about the high school program shows that:

- drop-out rates after Grade Ten are unacceptably high
- because of time tables and enrolments, teachers have to spend a great deal of time in preparing to teach too many subjects
- many students apparently feel that high school is a boring and frustrating place to be and would rather drop out and do nothing than attend school
- the high school program is very limited with an inappropriate sequencing of courses
- the community feels very strongly that the high school should be oriented to university entrance programs.

In order to deal with these attitudes and problems, we feel that a different organizational structure and an adapted curriculum are needed. We recommend that *the high school include Grades Eight through Twelve and that teachers should have specialized assignments across the grades. Although one high school it should be organized for curriculum purposes into two levels, the Preparatory Level and the Senior Grades.*

The Preparatory Level should be transitional, exploratory and as flexible as possible. It should give students the experiences which will prepare them to make sensible choices when they complete Grade Nine, as well as the skills necessary for academic success in the senior grades. All students should be expected to take academic subjects as well as Industrial Arts, Home Economics, Music, and Typing. These courses extend knowledge, develop interests and help students select high school programs which meet their career interests.

There is a strong feeling in the community that the Senior Grades should concentrate on the university entrance program. If this is to be the case, and we frankly wonder whether it should, we would point out that the education authority will have to supply off-reserve placements for those students seeking General, Vocational, Industrial or Occupational courses or programs. We also believe that when low enrolments require the mixing of classes this be done between levels rather than within grades: for example, Mathematics 100 and 200 can be offered together; mixing Mathematics 100 and 101 should be avoided. Finally, the re-entry of adults into the high school, which is now allowed, should be encouraged.

A POSSIBLE ORGANIZATIONAL PLAN FOR STEDMAN HIGH SCHOOL

PREPARATORY PROGRAM	CORE ACADEMIC SUBJECTS	EXPLORATORY SUBJECTS	EXPRESSIVE SUBJECTS AND WORK EXPERIENCE
8	Mathematics	Industrial Arts	Music
	Science	Home Economics	Physical education
9	English	Typing	Art
	Social Studies		Work experience

All of these subjects would be compulsory for all students and the core academic subjects would have a strong skills emphasis. The expressive subjects would be locally developed. Work experience should be tied to career education, and students will need field trips, career days, and so on to help them make educational choices, some of which will have to be pursued in other communities. Students who are experiencing academic difficulty and who wish to remain in the community for their high school education will require special assistance.

HIGH SCHOOL PROGRAM

10	Mathematics	Physical education
	Sciences	
11	English	
	History	
12	Native Studies	

Actual courses would have to be chosen to allow graduates to enter the largest possible number of university faculties. Because of the small size of the high school, a two or three year plan for the rotation of courses (especially the sciences) will have to be developed. Because of the community's desire to emphasize the University Entrance program, the core academic subjects are to be offered at the 00 and 01 levels only.

Every community has some children who have special needs such as hearing or sight problems, physical handicaps, or learning more slowly than others. Many years ago, the custom was to keep such children at home, to send them away to special schools, or to place them in separate classes. In the past decade it has been shown that many children with these special needs can be served best by keeping them in regular classes and in the main flow of the school program. With supports this "mainstreaming" helps special students to do well academically and at the same time assists their social learning and adjustment.

At the same time, we know that all students need special help at some time: for example, most students have temporary problems in units in mathematics or in language arts. However, when these temporary learning problems go undetected or uncorrected, more serious problems can result, leading to later failure or dropping out.

Dealing with special needs and with temporary learning problems requires highly skilled teachers and a well-designed resource teacher program. The resource teacher performs three main duties:

- student testing and diagnosis
- assisting teachers and students through the development of programs for use in the regular classroom
- providing special instruction for certain students.

We recommend that *the education authority employ a full-time resource teacher and that the school implement a resource service model with clear objectives, a job description for the resource teacher and a set of goals for the resource program which arise out of the overall curriculum and testing program of the school.* We believe that the job of all teachers is to set clear objectives, to teach, to test, to provide corrective reteaching when necessary, and to develop remedial work. Only when the teacher's efforts have proved to be unsuccessful does the resource teacher need to become involved. At this time the teacher and the resource teacher should work together to develop special programs which the teacher would use in the regular classroom. If learning still does not result the child may be withdrawn from the classroom for in depth assessment and diagnosis.

MEETING SPECIAL NEEDS

1. Develop clearly stated goals for all students.
2. Develop a testing program which includes external tests, standardized tests and teacher made tests to determine whether students are achieving mastery of the goals.
3. Develop a resource service program, in which a specialist is available to assist teacher and students.
4. Develop goals for the resource service program and a clear job description for the resource teacher.
5. Develop formal procedures to be followed when a teacher requests help from the resource teacher.
6. Requests for help should be focussed on learning difficulties in the classroom, not behavioral problems.
7. The resource teacher can be of most help in the classroom. The resource teacher is there to help teachers do a better job with students, not to take their place or teach for them.
8. Ensure that the resource teacher has special training in the resource services model and that the remainder of the staff are given the information and the training that they will need to ensure that students will receive the maximum benefit from this approach.

The guidance and counselling needs of students in Stedman School are similar to those of students in small communities scattered throughout rural Manitoba. Financial resources are limited, and priority is not always given to employing highly trained and fully qualified counsellors. When attendance is a problem, as it is at Stedman School, counsellors often spend their time chasing students or reminding them to get up in the morning, not having time to provide them with advice on how to deal with problems they are having in school or with information on careers. The number of career models in small communities is limited, and so students do not see a variety of possibilities before they must choose careers for themselves. Because the community is far from the universities, business schools and colleges of the province, information on admission and program requirements can be incomplete, out of date or even misleading. Since there are few jobs in the community, many students who wish to work will have to leave home to do so, a fact which calls for careful guidance. If the community of Fairford insists on a high school which has only a University Entrance program, other students will have to go elsewhere for their studies: this will necessitate a residential or home placement arrangement for

some students, all of whom will need some guidance or support from a counsellor.

At the present time, there is a Home-School Coordinator working in Stedman School who performs some of the functions of a guidance counsellor. We have been told that he is well liked by the students and is respected in the community for the work he does with young people and their families.

At the same time, we have been told by the community that there is a poor fit between what happens in the high school and outside institutions, and that students do not seem well prepared for work or for post-secondary education.

This suggests that the current guidance program is incomplete. We recommend that *professional staff of the school review the current guidance program and develop an approach which is especially relevant to the needs of students in Stedman School. It is imperative that high school students and their parents be involved in this process. The review should also consider the qualifications required of a guidance counsellor and a job description for the position.*

IMPROVING STUDENT SERVICES AND COUNSELLING

1. Develop a plan for the best possible guidance program, taking into account the resources that are available from the education authority and the needs of the students. Involve students and their families in the preparation of this plan.
2. Ensure that basic information about the senior programs in the school is available in oral and written form for students and their parents.
3. Ensure that information on high school courses and programs that must be taken elsewhere is available to students and their parents.
4. Utilize the local T.V. station to broadcast program information.
5. Have group meetings with students and their parents to discuss program alternatives in Grades Eight and Nine as well as in the Senior Grades.
6. Organize career days and field trips for students and their parents.
7. Invite graduates who are currently in universities, colleges or business schools to return to speak with present students.
8. Above all, provide students and their parents with information. Do not make decisions for them.

The matter of pupil promotion and retention is a very sensitive one in all schools. No teacher likes to fail a student. And no student likes to be failed and fall behind his peers.

As far as we can tell, Stedman School has no consistent policy on pupil promotion and retention. Practices seem to vary from teacher to teacher, and level to level.

The data that we presented earlier on the age and grade placement of students in the school suggest:

- students are seldom failed in the primary grades. This, coupled with the sudden jump in the number of failures in Grade Four, may imply that some primary students are being promoted for social reasons, not because they have mastered their academic work

- failure is a common occurrence, from Grade Four upwards. Failure rates are much higher than they are in other schools in the province

- failure in earlier grades and repeated failures in the junior high school are probably leading reasons for the high drop out rate at the

end of Grade Ten.

We believe that high failure rates are unnecessary. We also do not believe in social promotion: students do not benefit from being passed even if they have not learned what was expected of them; and the social promotion of some students may lead other students who have earned their passes to work less diligently the following year.

We are of the view that our earlier recommendations about programs, special education, and the Mastery approach to teaching and learning will eliminate many of these problems in the long run. At the same time, however, we believe the school needs a school-wide policy on student promotion and retention which is consistent from one teacher to another, which is understood and accepted by students and their parents, which emphasizes academic achievement, and which avoids social promotion. We recommend that *the staff of the school consult widely with students and parents and develop a school-wide policy on student promotion and retention*. Some features of such a policy appear on the following page.

STUDENT PROMOTION AND RETENTION POLICY

1. Develop clear academic goals for all students and adopt a mastery approach to teaching and learning.
2. The identification of students who might be candidates for failure should be based on tests which have curriculum validity and should include consultation with students, parents, and resource personnel.
3. Students who might be candidates for failure should be identified three months before the end of the school year. Following a discussion of learning problems with students and parents, the teacher should identify instructional strategies to deal with the individual needs of the student.
4. Student achievement in the remedial program should be reviewed before the end of the year and both failure and promotion should be discussed with the student and his parents if the student has not successfully completed the required academic work.
5. All students who have been failed should have an opportunity to improve their skills in summer school.
6. No student should be failed without the preparation of a detailed program of remedial and catchup education which has the objective of returning the failed student to his peer group as quickly as possible.
7. The professional development of teachers is important if they are to accept responsibility for the learning of all students. Professional development should concentrate on techniques which have a likelihood of improving instruction for all students and which provide teachers with the training to identify and intervene in learning problems.

GENERAL CONCERNS



We believe that the educational system of Fairford has the potential to be highly effective. Most parents have high hopes for the education of their children and see education as the key to the future of their children and their community. Most students are serious about their studies and want to do well. Most teachers seem to be skillful in their work and are held in high regard by most parents and students. To achieve this potential, we have stressed that the school is a community and that all aspects of it should function with an emphasis on achievement and with ways of doing things that are consistent throughout the school and that have the general support of the staff, students and parents.

Yet, like many other Reserve schools, Stedman has developed in a rather haphazard manner over the years. Its educational system has been directed by many different organizations, and each body has brought different ideas about education to the school. While many of these ideas have been good ones, the overall system has changed too frequently and has been unstable. No system can change as frequently as Stedman and still be effective.

As the system of education in Fairford developed in this way, certain traditions developed which

we think are inappropriate and which we believe should be rethought.

The School Year

At one time, many of the families in Fairford left the community to work in sugar beet fields in other parts of the province. Then it made sense to close the school early in June and to be patient with those families who did not return until after the school reopened in September.

Few people now migrate out of the community in search of summer work. And parents have indicated that they want their children to meet provincial standards of education. For these reasons we recommend that *Stedman School drop the tradition of a shortened school year, the year be extended to the end of June, and the dates declared by Manitoba Education for the provincial system be followed.*

Student Discipline

While parents are satisfied with classroom discipline, they did express concern about school discipline in the hallways, lunchroom and playground. They also expressed concern that corporal punishment was used too often in the

past--a concern we share for we think that corporal punishment should be eliminated from all schools. We recommend that *current policies on student discipline be reexamined and revised.*

Extra-Curricular Activities

In all schools, urban or rural, the extra-curricular program is important. It also is reasonable to ask every teacher to participate.

We believe the tradition of concentrating almost entirely on organized sports should be rethought. Music and dance clubs, 4-H clubs, school choirs or ceramics classes are as important to some students as are volleyball and baseball to others. All of these will produce enthusiasm for school on the part of students, broaden their knowledge and skills, and promote school spirit.

We recommend that *the staff develop a plan for extra-curricular activities in the school which reflects the full range of student interests, which builds on the abilities of teachers, and which involves all teachers.*

School Administrators

Stedman School has a full time principal and a vice-principal who teaches for about one-quarter of his time. This pattern is traditional in many schools.

Yet most administrators have been appointed because they were good teachers--it seems a shame that their special talents as teachers are allowed to go to waste. Furthermore, the administrative duties in a small school are not great--many can be capably handled by secretaries or by delegation to individual teachers. Finally there is a danger in many locally-controlled schools that they will model their organization on the DIAND which has an excessive bureaucracy. For these reasons, we recommend that *the principal teach one-quarter time and the vice-principal teach at least half-time.*

Testing

We have written several times about testing students in Stedman School. We believe that it is important if teachers are not to become complacent and if they are to ensure that the

quality of education in Fairford is comparable to that in other parts of the province. For this reason, we recommend that *Stedman School should participate in all provincial subject assessments and administer the Manitoba Provincial Assessment Tests to its students periodically. The results should be shared with students and parents and be used to plan further improvements to the quality of education offered in the school.*

In-Service Education of Teachers

Manitoba Education sets aside a number of days during the school year for teachers to improve their skills in one way or another or for the staffs of schools to develop consistent approaches to school problems. Throughout this report we have made many recommendations which will have to be addressed by staff, and which need to be spelled out in greater detail if they are to have the desired effects. These are best handled at the school level, in in-service programs for teachers. We recommend that *the staff of the school review this report and develop a year long in-service program which is geared directly to their needs.* It should be noted that Stedman School is fortunate to be so close to a BUNTEP center. Many of the visiting professors and some

of the students may be of value to the school in this in-service program.

Policy Manual

Stedman School has a policy manual of sorts--it seems to be written by teachers, and for teachers. We think it is read only by teachers, and then only infrequently.

We feel this is wrong. A school policy manual is for all persons connected with the school--parents, students, teachers, administrators and support staff. It should be developed by professionals, with input from all the other groups, and have the support of the education authority. It should be written in clear, concise English and be free of educational jargon, so that it can be issued to and used by students and parents as well as the staff of the school. At intervals, perhaps every second year, policies should be reviewed--they should be placed on the agenda of an open meeting of the educational authority so that the widest possible parental input can be achieved. We recommend that *the current policy manual of Stedman School be revised as quickly as possible, to reflect that decisions about education which are made as a result of this report.*

A TABLE OF CONTENTS FOR AN EDUCATIONAL POLICY MANUAL

- (1) GOALS (2) STRUCTURES
- (3) PARENT INVOLVEMENT AND RESPONSIBILITIES
 - Parent Education and Support
 - Reporting to Parents
 - Volunteers
- (4) STUDENT INVOLVEMENT AND RESPONSIBILITIES
 - Community Service
 - Peer Tutoring
 - Homework and Attendance
 - Discipline
 - Teacher Evaluation
- (5) THE SCHOOL AND ITS STAFF
 - Effective Organization
 - Staff Development
 - Staff Evaluation
- (6) PROGRAMS AND PRACTICES
 - Curriculum, Nursery to Grade 12
 - Special Education
 - Student Services and Counselling
 - Extra-curricular activities
 - Student Evaluation and Testing
 - School Year
 - Discipline, Attendance and Homework

ACTION PLAN



In the preceding parts of this report we have made a number of recommendations which we believe will result in improvements to the educational system at Fairford. Taken as a whole, the recommendations call for much work to be done quickly. In all cases we believe decisions should be made and implemented no later than September 1, 1986.

Some of our recommendations were quite general, intended to draw attention to an area of concern and to illustrate a variety of alternatives for dealing with the matter: for example, this is how we approached topics such as student involvement and increasing home-school cooperation. In these cases, decisions about specific strategies and plans are best made by teachers and administrators, students, parents or local authorities. We have provided enough suggestions for these people to continue with the detailed planning that is essential to success in any educational system. We are also confident that these matters will be resolved when the education authority, staff and community develop a policy manual for the direction of education in Fairford. Other recommendations were quite specific, designed to indicate what we believe to be the best course of action in the community: for example, this is how we approached the question of the structure of an educational system for Fairford.

In this final section of our report we provide some detail about responsibilities and deadlines for the implementation of our recommendations.

A FAIRFORD EDUCATION AUTHORITY

We have recommended that an incorporated education authority with an elected Board of Trustees be created to direct education in Fairford. This action would have the full support of the community and would lay the foundation for the long-term improvement of education in Fairford, as well as developing a system by which the educational system could be responsible to the community and to parents.

Step	Responsibility/Support	Schedule
1. establish and incorporate the Fairford Education Authority	Community Chief and Council ITDS Legal Counsel	March 1, 1986
2. appointment of interim Trustees to supervise elections	ITDS	March 1, 1986
3. election of Trustees	Fairford Education Authority, Interim Trustees	April 1, 1986
4. training of elected Trustees	Fairford Education Authority ITDS Manitoba Association of School Trustees	April 15, 1986

Goals and Policy Manual

To be effective, any system of education requires a clear sense of direction and a set of guidelines about its operation. For these reasons we recommended the establishment of a clear set of goals and the development of a clear and concise policy manual for use by parents, students, teachers, administrators and the Education Authority. The outline for a policy manual and the suggestions made throughout this report should be the basis for developing the manual

Step	Responsibility/Support	Schedule
1. develop preliminary statement of goals	Fairford Education Authority School Staff Student Council	June 1, 1986
2. consult widely with community	Fairford Education Authority	June 10, 1986
3. establish goals statement	Fairford Education Authority	June 15, 1986
4. develop preliminary policy manual	Fairford Education Authority Superintendent, ITDS School staff Student Council	June 10, 1986
5. consult widely with community	Fairford Education Authority	June 20, 1986
6. finalize policy manual	Fairford Education Authority Superintendent, ITDS	June 30, 1986
7. distribute goals statement and policy manual to parents, students and staff	Fairford Education Authority	School Opening, August, 1986

The Staff

While many of our recommendations call for the development of policies by the Fairford Education Authority, there are many things which can be done by the principal and staff of the school, either in anticipation of policies or because they are good educational practice and ought to be a regular feature of work in Stedman School.

Step	Responsibility/Support	Schedule
1. review report	School Staff Superintendent, ITDS	February 1, 1986
2. develop in-service education plan	Principal Superintendent, ITDS	February 8, 1986
3. develop teacher evaluation plan	Principal Superintendent, ITDS Teacher representatives Student Council	March 1, 1986
4. develop pupil promotion policy	Principal Teacher representatives	March 15, 1986
5. develop student discipline policy	Principal Teacher representatives Student Council Fairford Education Authority	April 1, 1986
6. prepare for and implement Mastery Learning	School Staff	School Opening, August, 1986
7. prepare for and implement student and home involvement	School Staff Student Council	School Opening, August, 1986

The School

Finally, our report contained a number of recommendations about the programs of the school. Since many of these will be matters of policy, decisions cannot be made until after the election of the Fairford Education Authority.

Step	Responsibility/Support	Schedule
1. restructured elementary and high school programs	Fairford Education Authority School Staff Student Council	June 15, 1986
2. resource and guidance programs	Fairford Education Authority Principal Student Council	June 15, 1986
3. school year	Fairford Education Authority Superintendent, ITDS	June 15, 1986
4. extra-curricular programs	Fairford Education Authority School Staff Student Council	School Opening, August, 1986
5. testing program	Fairford Education Authority Superintendent, ITDS School Staff	Fall, 1986